

**Maine Department of Education
Office of Truancy, Dropout, Reintegration
And Alternative Education**

**Advisory Committee Report
To the Joint Standing Committee
On
Education and Cultural Affairs
Of the 124th Legislature
January 2010**

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Compiled by:

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Truancy, Dropout, Alternative Education, Homeless Youth,
School Counselors, Reintegration of Youth from
Correctional Facilities

Introduction-Legislative History

The Office of Truancy, Dropout, and Alternative Education was established by the 112th Legislature in 1986. The Legislature also established a fifteen-member Advisory Committee “reflecting the range of individuals and public and private institutions which are involved or interested in the problem and its solution.” The consultant is to serve” as a liaison among the commissioner, department staff, advisory committee, and school administrative units and private schools as it pertains to truants, dropouts, reintegration, and alternative education.” The Legislature’s interest in these areas is expressed by the requirements that the Advisory Committee “report annually by February 1st to the joint Standing Committee of the Legislature having jurisdiction over education” (20-MRSA, Section 5151 and 5152).

Office and Advisory Committee Activities for 2009-2010

Dates the Truancy, Dropout, and Alternative Education committee met: February 13, April 3, the Commissioner’s Recognition Ceremony was held May 21, Strategic Planning was held on October 15, 2009 and the last meeting of the calendar year was held on December 11, 2009. Meetings are scheduled for April 2, 2010 and the Commissioner’s Recognition Ceremony on May 13, 2010.

The Recognition Ceremony for 2009

The ceremony is to honor individuals who have made a significant contribution to meeting the needs of children and youth at risk in their schools and communities.

David Morris ~ Educator, Brewer School Department

We are pleased to recognize David Morris as a recipient of the 2009 Commissioner’s Recognition Award. The success and excellence emanating the ALPHA program is due to the leadership of David Morris. David has perspective and understanding necessary to motivate these young teens. He is incredibly caring and literally saves these young people from non-productive citizens, in some cases, destructive lives. Every June, graduating seniors are required to write essays reflecting on their school experience and their future plans. To a student Mr. Morris is cited as their main reason for returning to school. Two years ago one senior thanked Mr. Morris for letting him return to “alt ed” several times.

He understood that it took time to realize the importance of a high school diploma and despite his many poor choices Mr. Morris was always there to lend a hand offering his unwavering support and encouragement.

David A. Hopkins ~ Civic Leader, MSAD #6

We are pleased to recognize David Hopkins as a recipient of the 2009 Commissioner's Recognition Award. David's entire adult life has been dedicated to working with youth at risk. David's career in education began in the 1960's, working as an elementary teaching principal in Unity. He went to work in Belfast, Rockport, and Eliot, Maine before coming to MSAD #6 to serve as the Principal of Bonny Eagle Junior High School from 1970 – 1979. David then went on to serve as the Superintendent in MSAD #6, MSU #49 and MSAD #8. Throughout his professional career, David has developed a positive rapport with some of his most challenging students and has played the role of surrogate parent at times, going above and beyond the call of duty to provide support and direction for individuals in need. David proudly tells his peers that he still maintains connections with many of his former students to this day. In his 'retirement,' David has found numerous ways to stay connected to youth at-risk. Over the years he has worked as a substitute teacher, as a volunteer at the Maine Youth Center, and as assistant manager at a group home for troubled teenagers. David recently shared a story about a young man who lives in MSAD #6. The young man did not graduate from high school with his peers and was often in trouble with the law. David and his wife invited the young man to live in their home for a year. With David's support and guidance the young man earned his G.E.D. and enrolled in community college and now is a productive member of the community.

Lillie Hanlon ~ Educator, Windham School Department, Real School

We are pleased to recognize Lillie Hanlon as a recipient of the 2009 Commissioner's Recognition Award. So many people give up on challenging students and don't bother to look deeper into the child's heart. Lillie does that. Lillie's fierce love and determination does not allow failure. Lillie is the first one to hold students accountable, but also the first one to lend a shoulder to cry on or helping hand in time of need. She's always there for them – giving them the advice, understanding, a shoulder, or love that they need at any given moment. They know she won't let them down. Lillie tells it like it is and the students respect that. Just ask anyone who has passed through the doors of the REAL School in the past 25 years and they will undoubtedly tell you that Lillie Hanlon has always been the "heart and soul" of the school. 25 years ago, Lillie was a mother in search of a school that "understood" her child and could offer him the type of educational setting that would get him excited about learning. What she found was a small, innovative school offering the academics that her son needed with the unique mix of adventure-based programming to keep him wanting to come back day after day. In turn, the school acquired a gem that would become an invaluable resource for years to come. Her warmth, humor and passion light up the REAL School.

Sophie Payson-Educator, Portland High School Alternative Program

We are pleased to recognize Sophie Payson as a recipient of the 2009 Commissioner's Recognition Award. Sophie has been an integral part of the Portland High School Alternative Education Program for the past 5 years. In that time, the numbers of students enrolled and attending the program has doubled. These are kids who have in many cases given up on school and are encouraged and supported to return by Sophie. Mike Johnson, Principal of PHS, often says that Sophie spends more time in kitchens than in school visiting the homes of students who face significant barriers to their education. When a student faces circumstances which do not allow him/her to pursue a high school diploma, she connects that student with important community resources such as Adult Education, Youth Building Alternatives or Job Corps.

Nathan T. Larlee-Educator, Camden Hills Regional High School, Zenith Program

We are pleased to recognize Nathan T. Larlee as a recipient of the 2009 Commissioner's Recognition award. Nathan was hired in 2004 as a Life Science and Math Teacher for the Zenith Program which is the Alternative Program of Camden Hills Regional High School. Previous to that position he worked with at-risk students as the College-Prep Program Coordinator for Upward Bound at the University of Maine. He passionately understands the importance of connecting with at-risk students and balances this with a strong commitment to increasing academic skills while continuously challenging individual levels of learning through classroom differentiation. On a daily basis, Nathan carefully observes student reactions, student work, and student perceptions to gain a better understanding of how to reach them on both an emotional and intellectual level. He is a master at engaging students in academic material while consistently maintaining mindfulness of their place in life. His students say that Nate "Breaks down academics so concepts are understandable", and "He is always there for you" He puts you first."

Keith Morang-Educator, Monmouth School Department

We are pleased to recognize Keith Morang as a recipient of the 2009 Commissioner's Recognition Award. As a special education teacher at Monmouth Academy, Keith has established multiple individual alternative plans for students who have struggled for a myriad of reasons, including behavioral and attendance issues, low academic achievement, family dysfunction, and poor personal choices leading to legal troubles. He collaborates with teachers to help students develop and monitor manageable, achievable goals that increase the opportunity for learning and long-term success; moreover, he will not accept failure from his students-in the classroom, on the athletic field, and on the streets. In everything he does Keith is Monmouth Academy's one-man dropout prevention committee.

William E."Bill" Davis-Educator, University of Maine

We are pleased to recognize William E. Davis as a recipient of the 2009 Commissioner's Recognition Award. Throughout his entire professional career, Bill's teaching and research have focused on the needs of disenfranchised and marginalized youth. Bill graduated from Central Junior High School in East providence, Rhode Island in 1951. He has always considered this to be his most important academic achievement, and consequently, his junior high diploma was the sole diploma that he displayed in his office at the University of Maine- a constant reminder of the struggles that many students experience as they attempt to navigate this thing called 'school'. After teaching in public schools for seven years and working in a residential facility for children and adults with mental retardation. Bill received a Ph.D. in educational psychology from the University of Connecticut. He came to the University of Maine in 1969 as an Assistant Professor of Special Education. He taught and conducted research at the University for 38 years until his retirement in 2008. In 1988, Bill founded the Institute for the Study of Students At Risk at the University of Maine and served as its Director for 20 years. He is the author or co-author of 24 books and monographs and more than 70 articles within the fields of education and mental health.

Members of the Truancy, Dropout and Alternative Education Advisory Committee
Mark Deblois, Chair

Member's Name	Position	Member's Mailing Address	Email Address	Appointment Date	Expiration Date
Jim Artesani	Other individuals who the commissioner feels will contribute to the development of effective policies and programs.	Institute for the Study of Students at Risk College of Education University of Maine 5766 Shibles Hall Orono, Maine 04469-5766 (W) 581-2440 (Roxanne)	James_Artesani@umit.maine.edu	2007	2009
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Emanuel Pariser	Administrators from private schools involved in alternative education programs.	10 Pleasantdale Avenue Waterville, Maine 04901 (C) 861-4004	emanuel@gwi.net	2009	2011
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Jean Waite	Adult Education teachers with experience in high school completion education.	Director of Adult and Community Education School Administrative District #44 284 Walkers Mills Road Bethel, Maine 04217 (W) 824-2780	waitej@sad44.org	2009	2011

Jonathan Ross	Other individuals who the commissioner feels will contribute to the development of effective policies and programs.	Director of Adult & Alternative Education Programs Westbrook School Department 125 Stroudwater Street Westbrook, Maine 04092 (W) 854-0826 (C) 749-1409	rossj@westbrookschoools.org	2009	2011
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Tracey O'Connell	School Counselor	34 Crosby Street Orono, ME 04473	Ttracey.oconnell@rsu34.org	2009	2011
Business					Vacant
Leslie Morrill	Secondary Principal	Assistant Principal Edward Little High School Auburn Heights Auburn, Maine 04210 (W) 783-8528	lmorrill@auburnschl.edu	2009	2011

Maine's Dropout Prevention Summit with America's Promise

Maine's Governor John E. Baldacci joined governors across the United States and accepted the challenge from America's Promise to address the dropout crisis in our country. Each state that accepted the challenge was given \$25,000 to hold a summit. The purpose of the dropout prevention leadership summit-was to create a clarion call to action to

- Increase public awareness of crisis that too few young people graduate from high school ready for college and careers
- Identify and inspire local leadership to follow-up and seek change
- Secure commitment for integrated, cross-sector, collaborative action to implement research-based solutions that strengthen schools and provide wraparound supports to kids who need them most

Executive Summary

Every 26 seconds in the United States a high school student drops out of school totaling 1.1 million school leavers annually.¹ In Maine we lose 21 students

¹ America's Promise Alliance, <http://americaspromise.org/>

every school day.² For each of the past 5 years over 3000 Maine youth have dropped out of school.³

Kids who drop out are:” Twice as likely to continue the cycle of poverty; three times as likely to be unemployed; and eight times as likely to go to prison.”⁴

With these facts in mind the 268 participants of Maine’s Dropout Prevention Summit gathered on July 27th and 28th, 2009 at the University of Maine campus at Orono to create a statewide dropout prevention action plan.

Goal Set Forth for the Summit

Develop a Maine Dropout Prevention Action Plan increasing the state’s high school graduation rate to 90% by 2016 and ensure that young people are better prepared for college, work, citizenship and life.

The Purpose

1. Increase public awareness of Maine’s crisis: too many of Maine’s young people leave school before completing high school and too few graduate from high school ready for college, careers, citizenship and life.
2. Identify and inspire local leadership to follow-up and seek change.
3. Secure commitment for collaborative, multi-disciplinary action to implement solutions that strengthen schools and provide supports to kids who need them most.

Participants

268 Participants registered for the Summit. They represented educators, nonprofit agencies, advocacy groups, legislators, the state board of education, Commissioners of the Children’s Cabinet, the Chief Justice, the First Lady, members of Maine committees and councils⁵, business, and youth. 65 participants signed on to continue the work of the Summit.

Themes

Maine joined 49 other states in answering the action call from the America’s Promise Alliance to support youth by developing critical supports to enable them to be successful. Work group facilitators and the Office of Dropout, Truant and Alternative Education have reviewed the recommendations coming from their groups and four primary themes have emerged:

Transform Schools

² Education Research Center, Diplomas Count

³ Maine Department of Education Website,
<http://www.maine.gov/education/enroll/dropouts/historical/droppub.htm>

⁴ Ibid 1

⁵ Maine Shared Youth Vision Council, Commissioner’s Committee on Dropout, Truant and Alternative Education, Institute for the Study of Students at Risk,

Support Young People
Develop Effective Policies
Employ Data Systems

Transform Schools by supporting administrators and teachers with coaching and professional development. Focus on developing relational and engaging educational practices and create opportunities to share best practice.

Support Young People through early interventions, comprehensive response systems and school-community partnerships.

Develop Effective Policies that create multiple pathways to graduation for pre-k to adult learners.

Employ Data Systems to identify our most at-risk young people and indicate appropriate supports and services.

The Recommendations

Basic Core Strategies

1. Normalize referral and funding process for sending students to appropriate and comprehensive positive educational opportunities in and outside of their existing school districts
2. Utilize the United Way's communities for Children Youth Collaborative to develop strategies for collaboration between schools and community services
3. Carry advisor-advisee programs into high schools in the region
4. Open pathways for all kids' grades 5-12 to alternative learning opportunities
5. Support and expand mentoring opportunities
6. Create flexible cost-effect plans for public transportation in rural areas (AmeriCorps/VISTA) and loosen restrictions or guarantee against liability for sharing of rides on school buses, employer transport systems, car poolers, etc.
7. To eliminate barriers that hinder or prevent high school completion!
8. All student learning styles will be determined, addressed, and valued.
9. Survey students (including adult education-Gallup Poll)

Early Interventions

1. Universal preschool throughout the state (including quality 0-3 child care for low income families)
2. To recruit teachers who can demonstrate professional competency in academics and the social and emotional health of students
3. Enhance, enrich, and publicize current resources to ensure knowledge of, availability, and accessibility to educators, youth, and parents.
4. Mandatory professional development for all state at all learning institution of warning signs and indicators of students at risk, including mental illness and suicide, with a continuing of this profession development at least once a year for all new staff. Develop protocol for identification of students at risk through: (1) appropriate and research-based screening for students at risk, and (2) connections with professional development and training. Increase school-based and community-based services for students are risk through an increase in the number of school-based health centers statewide offering behavioral health services. Increase connections to family-based services (going into the home) to look at the child's whole environment. Increase the connection between school and community-based services through an increase in information shared between the school and community for continuity of care.
5. All children are supported to be ready learners. Value and respect primacy of families and parental efforts to enable learning.

Making the Most of Instruction

1. To facilitate as awareness among educators that student achievement is reliant on a teacher's ability to build personal/personalized relationships
2. Meaningful, comprehensive staff development.
3. Need a comprehensive K-12 student data-based or similar community data-based system
4. Better communication amongst school units in the region to share best practices and ideas regarding supportive youth practices pre-K through adult.

5. Better communication with community agencies that support youth.

School and Community Perspective /Making the Most of the Wider Community

1. To increase graduation rate; to ensure the student has the necessary knowledge and skills to be successful.
2. Advocate for and legitimize student enrollment in adult education or other options for "enrollment" that counts for NCLB
3. Develop Multiple pathways to meet standards and statewide statistics.
4. Build cooperative community relations –community school model.
5. Integrated high school comprehension. Building a safe school environment.
6. To increase pathways to a high school diploma and a GED that also enable students to access post-secondary education and training. Focus school and community leaders on children's basic needs (food/housing/clothing).
7. Increase Student designed Learning Experiences
8. Assess and coordinate all youth voice organizations in state.
9. Engage and educate entire community in addressing students at risk
10. Best Practice Sharing
11. Produce a comprehensive directory of youth related resources

From Summit moving forward

- Participants, Shared Youth Vision Council members, Truancy Dropout, and Alternative Education Committee members review summit compilation draft which will be developed into the summit Action Plan;
- Department of Education and members of the Children's Cabinet will review the compilation for implementation;
- Stakeholders in plan will align their current work to support and implement the plan's recommendations;

- A regional structure to move recommendations forward will be adopted;
- Participants will receive the action plan and will be offered ways to support its implementation;
- America's Promise will monitor the plan's progress to insure that recommendations continue to move forward.
- The plan with time lines will be given to each region to adapt to their own specific circumstances, and implement.

List of Participants

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 Linda McPherson, Child Development Services
 John Mugnai, School Union #91
 Ellen Ostott, Child Development Services
 Emily Sypher, Student

Homeless Education

McKinney-Vento Homeless Education Assistance was reauthorized with the *No Child Left Behind Act* in 2001. This act seeks to ensure that homeless children and youth are identified, enrolled, and provided the tools for academic success by local school districts. Each district appoints a local liaison whose role it is to act on behalf of homeless children in families as well as unaccompanied youth. Several training sessions have been available to school districts to ensure that local liaisons understand the McKinney-Vento Law, to help them become sensitive and aware of the issues facing homeless children and youth, and to help liaisons understand their role in meeting the needs of enrollment, transportation, and forming links to community services.

Training sessions were conducted in Presque Isle, Machias, Portland, Farmington and Bangor and provided for educators, school secretaries, administrators, outreach workers, Shelter personnel, and state and private agencies. Regional meetings were held in conjunction with Keeping Maine's Children Connected Liaisons to provide networking and information sharing opportunities for school and state agency professionals to build bridges for closer working relationships on behalf of students. Regional meetings were held in Presque Isle, Machias, Lewiston, Augusta, Biddeford, and Bangor.

In October 2009 a joint conference between the Maine Department of Education and Department of Health and Human Services was held in Augusta for Headstart personnel and local homeless liaisons as both groups have McKinney-Vento federal obligations. Over two hundred attendees worked with Dr. Ruby Payne who presented her "Framework for Understanding Poverty." The goals of the session were to:

1. Introduce the "framework of poverty" to help individuals examine their own beliefs and interactions through a new lens.
2. Present information and resources to support individuals working with children and families experiencing homelessness.
3. Provide school and community agencies, including Head Start programs, the opportunity to network and build collaborations which will strengthen their ability to provide services to children and families experiencing homelessness.

Federal Funding for McKinney-Vento Homeless Education Assistance

The state of Maine received \$234,495 in 2005, \$214,618 in 2006, \$206,148 in 2007, received \$240,000 in 2008, and in 2009 received \$170,000 in regular funding and \$186,000 in American Recovery and Reinvestment Act funds. 25% of funds may be used for state activities and 75% must go to direct grants to Local Education Agencies. The three communities of Portland, Lewiston, and Bath applied for the three-year grants and they now are in the third year of a three year grant cycle which ends June 2010.

The Portland Street Academy works to ensure that homeless youth have access to educational opportunities. The staff works to engage or reengage youth into the educational system helping them to create defined goals based on the Maine Learning Results. Support services include: GED preparation, Learn to Earn Employment training program, coordination of transportation, Wilson reading Program, tutoring and

supplementary instruction, reading and math assessments, helping with post secondary experiences, and make referrals for health, housing, and well being needs.

The Merrymeeting Project with Bath, Brunswick, MSAD 75, Union 47, works to establish a local network that serves homeless and at risk youth. The project works primarily with unaccompanied youth ages 16-19 to match youth needs to services that include: the identification of homeless youth; the development and implementation of appropriate educational services; maintaining a collaborative network of service providers to meet the comprehensive needs of homeless youth including housing, counseling, dental, legal, transportation and medical needs.

The Lewiston project's goal is to assist homeless adolescents build healthy and productive futures by reconnecting them to educational and employment services in a non-traditional setting. A collaborative effort among the Lewiston School system and Jobs for Maine's Graduates combine expertise in education, employment, and meeting social needs of youth.

As part of the state education agency application for McKinney-Vento funds, SEAs are required to assure that information will be forwarded to the Education Secretary. Maine sites provided the following information that was reported by the Maine Department of Education to the United States Department of Education.

The number of homeless children and youth enrolled in public school:

For the past 3 years all school districts must have forwarded information through their local homeless liaisons to the state homeless education coordinator as requested by the Secretary for the United States Department of Education which provides the following information.

	2005-2006	2006-2007	2007-2008	2008-2009
Primary night time residence				
Shelters	415	321	564	373
Doubled-up	415	511	597	660
Unsheltered	31	52	47	22
Hotels/motels	111	74	83	65
Unknown	33	56	35	
Other (bus, camper, Trailer)	83	51		
Transitional living/ Group home		39		
Total	1088	1104	1326	1110

- 83 students attended adult education/GED in 2005-2006 in various living situations

2008-2009 first year for all electronic data collection

Habitual Truancy for 2008-2009

Habitual truancy step	Ages 4-7	Ages 8-11	Ages 12-14	Ages 15-20	total
Identified not resolved	24	60	52	298	238M 196 F
Resolved informally	28	34	42	215	166 M 153F
Official parent notification per Title 20A Section 5051A 2C	7	20	52	320	197M 202F
Compulsory attendance waived by School Board	0	0	0	1	1M
Parent appealed to Commissioner for waiver	0	0	0	1	1M
Waiver granted by Commissioner	0	0	0	0	0
Parent referred to District Attorney	0	0	2	6	4M 4F
Denied by District Attorney	0	0	0	1	1M
Pending by District Attorney	0	0	0	0	0
Prosecuted by formal court action	0	0	0	0	0
Pending court action	0	0	0	2	1M 1F
Resolved	16	33	69	126	141M 103F
Totals 1409	75	147	217	970	750M 659F

Habitual truant count is divided into two age categories:

A student who has completed grade 6 is truant if they have 10 full days unexcused absences or 7 consecutive days of school

A student who is at least 7 years of age and has not completed grade 6 is truant if they have 7 full days of unexcused absences or 5 consecutive days of school.

Habitual truant report for 2008-09 total 1409
 2007-08 total 1484
 2006-07 total 2319

The office of Truancy, Dropout, and alternative Education has responded to school administrative units, parents, case managers, and law enforcement providing technical assistance to issues of truant youth.

Reintegration of Youth from Long Creek and Mountain View Youth Development Centers

In 2001 LD 1306 passed by the Legislature authorized Reintegration Teams. Revisions to the Department of Education and Department of Corrections agreement were initiated in 2001 and were finalized in 2004, and reviewed again and updated in 2009-2010. The agreement spells out the roles and responsibilities of the two departments to transition youth in and out of the facilities. Title 20-A Maine Education and School Statutes, Section 1055 Superintendents; powers and duties speak to the development of reintegration teams to ensure the transitioning of students from the youth development centers back to school. The section outlines that superintendents are to convene teams to carry out reintegration planning upon receipt of information from the Department of Corrections, team member participation is spelled out, and confidentiality of criminal justice information regarding juveniles is to be ensured. With this statute and the signing of the agreement between the Departments of Corrections and Education roles and responsibilities are clearly designated. Project Impact Report data shows:

# of Schools participating in Reintegration planning in 2009	Long Creek 16	Mountain View 16
# of school Reintegration Team Meetings in 2009	24	14
Youth upon release/discharge returning to Public School	10	21
Youth attending Adult Ed	3	8
Youth attending college	1	0
Youth entering workforce	30	14
Residents receiving Diploma/GED	29	17
SATs	6	9
SAT extension	6	14

Students attending college while in residence	7	0
Residence released/discharged	71	66

Adult Education Students

Secondary School-aged Adult Education Student

For secondary-school aged persons, adult education programs are one alternative way to earn a high school completion. This alternative is available to persons under 17 who have withdrawn from school. For state subsidy purposes, school-aged adult education students are counted as .1 of a student for each semester-long course taken. For example, a student taking 3 semester-long courses would be counted as .3 of a student for subsidy purposes. The school unit where the student resides receives the subsidy.

For 2008 the data shows that students age 16 to 20 year olds served by adult education across the state for the January count were 2, 199 and for the July count was 1,923. The number of courses is the total number of 45 hour adult education courses that were taken, again in January the total was 4,605 and for the July count it was 4,372. Maine youth clearly are utilizing adult education services.

Maine Department of Education Diploma

In 2007 the providing legislation was enacted to define “students who experience educational disruption” and a supporting Maine Department of Education diploma to ensure that a pathway was established for this specific group of students to be able to graduate from high school. "Students who experience education disruption" means elementary school and secondary school students who experience an interruption in their current educational program for 10 or more consecutive school days by being placed in a program or school approved by the department, which may be as a result of a situation such as homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan.

"Students who experience education disruption" does not include students who are out of school for 10 or more consecutive school days as a result of planned absences for a reason such as a family event or medical absences for planned hospitalization or recovery or pursuant to a superintendent's agreement developed in accordance with section 5205, subsection 2.

"Department of Education diploma" means a standards-based diploma that meets state requirements as outlined in this chapter and chapter 222 for a student unable to obtain a local school diploma due to education disruption. To date the department has held three

graduation ceremonies at the Blaine House with the Commissioner of Education presenting four youth with their diplomas. There are eight students that will be reviewed in May of 2010 for the possible awarding of the department diploma.

Alternative Education Project on Teacher Effectiveness and Professional Learning Communities

Federal Legislation through No Child Left Behind has created the expectation that all teachers will attain "Highly Qualified" status. In order for alternative educators to reach this status currently they must be endorsed in each subject for which they provide instruction. This is not only a problem for Maine educators but a national issue as well. In Maine the way alternative education teachers are certified enables them to be endorsed in a primary area and teach across content areas. The new federal direction seeks to identify teacher effectiveness criteria versus highly qualified criteria. Maine has the opportunity to take the lead in the effort to help those educators who work with students in different learning situations achieve appropriate status. A project designed by the Truancy, Dropout and Alternative Education Committee called "the One Room Schoolhouse" received funding through Title II Professional Development and seeks to develop appropriate standards of effective practice for alternative educators. This work builds off the study of alternative education by the legislature two years ago. It is based on the national "Exemplary Practices in Alternative Education." A group of alternative education teachers has been formed to: develop criteria for the granting of highly effective status for Maine alternative educators, and to develop professional learning communities for regional alternative program staff as a vehicle for delivering professional development opportunities. Believing that alternative educators require a unique blend of the capacity to work with the highly challenging nature of their students including, responding to their social and emotional needs, understand how to differentiate instruction and maintain content expertise over multiple subject areas.

Studies conducted to determine or identify the characteristics of effective teachers focus on teacher knowledge, pedagogical skills, and/or dispositions."Dispositions are defined as the personal qualities or characteristics that are possessed by individuals , including attitudes, beliefs, interests, appreciations, values and modes of adjustment. "Not surprisingly , there is a significant body of research...(that these dispositions) strongly influence the impact ...on student learning and development.(Collison,et al,1999 and combs,1974) as noted in The Dispositions to Teach by Renee L. Taylor,Ed.D, M.Mark Wasicsko,Ph.D of Eastern Kentucky University.

2007-08 Dropout Rates by County and School

Public Schools

County Name	SAU Name	School Name	Enrollments	Dropouts	Dropout Rate
Androscoggin	Auburn School Department	Edward Little High School	1,130	69	6.11%
Androscoggin	Lewiston School Department	Lewiston High School	1,469	123	8.37%
Androscoggin	Lisbon School Department	Lisbon High School	460	36	7.83%
Androscoggin	Poland School Department	Poland Regional H S	570	26	4.56%
Androscoggin	MSAD 36	Livermore Falls High School	361	19	5.26%
Androscoggin	MSAD 52	Leavitt Area High School	693	13	1.88%
Androscoggin	Oak Hill CSD	Oak Hill High School	542	25	4.61%
5,225			311		
Aroostook	Caribou School Department	Caribou High School	592	21	3.55%
Aroostook	Easton School Department	Easton Junior-Senior High Sch	58	2	3.45%
Aroostook	Limestone School Department	Limestone Community School	103	4	3.88%
Aroostook	Madawaska School Department	Madawaska Middle/High School	221	5	2.26%
Aroostook	MSAD 01	Presque Isle High School	632	19	3.01%
Aroostook	MSAD 20	Fort Fairfield Middle/High School	157	9	5.73%
Aroostook	MSAD 24	Van Buren District Secondary Sch	155	7	4.52%
Aroostook	MSAD 27	Fort Kent Community High School	338	6	1.78%
Aroostook	MSAD 29	Houlton High School	383	11	2.87%
Aroostook	MSAD 32	Ashland Community High School	97	1	1.03%
Aroostook	MSAD 33	Wisdom Middle High School	95	1	1.05%
Aroostook	MSAD 42	Central Aroostook Jr-Sr	148	10	6.76%

Aroostook	MSAD 45	H S Washburn District High School	117	2	1.71%
Aroostook	MSAD 70	SAD 70 Hodgdon High School	211	9	4.27%
Aroostook	Southern Aroostook CSD	So Aroostook CSD School	135	6	4.44%
Aroostook	ME Sch of Science & Mathematics	ME Sch of Science & Mathematics	101	4	3.96%
3,543		117			
Cumberland	Brunswick School Department	Brunswick High School	1,182	53	4.48%
Cumberland	Cape Elizabeth School Department	Cape Elizabeth High School	591	8	1.35%
Cumberland	Falmouth School Department	Falmouth High School	663	4	0.60%
Cumberland	Freeport School Department	Freeport High School	447	12	2.68%
Cumberland	Gorham School Department	Gorham High School	873	24	2.75%
Cumberland	Portland Public Schools	Casco Bay High School	187	4	2.14%
Cumberland	Portland Public Schools	Deering High School	1,251	43	3.44%
Cumberland	Portland Public Schools	Portland High School	1,029	66	6.41%
Cumberland	Scarborough School Department	Scarborough High School	1,040	25	2.40%
Cumberland	South Portland School Department	South Portland High School	947	39	4.12%
Cumberland	Westbrook School Department	Westbrook High School	835	62	7.43%
Cumberland	Windham School Department	Windham High School	1,020	30	2.94%

Cumberland	Yarmouth Schools	Yarmouth High School	510	1	0.20%
Cumberland	MSAD 06	Bonny Eagle High School	1,247	36	2.89%
Cumberland	MSAD 15	Gray-New Gloucester High School	642	27	4.21%
Cumberland	MSAD 51	Greely High School	713	4	0.56%
Cumberland	MSAD 61	Lake Region High School	661	44	6.66%
Cumberland	Arthur R. Gould Sch-- LCYDC	Arthur R. Gould Sch-- LCYDC	0	65	0.00%
13,838		547			
Franklin	Jay School Department	Jay High School	264	9	3.41%
Franklin	Rangeley School Department	Rangeley Lakes Regional School	84	6	7.14%
Franklin	MSAD 09	Mt Blue High School	840	26	3.10%
Franklin	MSAD 58	Mt Abram Regional High School	319	4	1.25%
1,507		45			
Hancock	Bucksport School Department	Bucksport High School	449	29	6.46%
Hancock	Ellsworth School Department	Ellsworth High School	622	34	5.47%
Hancock	Flanders Bay CSD	Sumner Memorial High School	312	17	5.45%
Hancock	Mt Desert CSD	Mt Desert Island High School	605	14	2.31%
Hancock	Deer Isle-Stonington CSD	Deer Isle-Stonington High Sch	178	9	5.06%
2,166		103			
Kennebec	Augusta Public Schools	Cony High School	975	73	7.49%
Kennebec	Monmouth School Department	Monmouth Academy	265	3	1.13%
Kennebec	Waterville Public Schools	Waterville Senior High School	653	38	5.82%
Kennebec	Winslow Schools	Winslow High School	521	15	2.88%
Kennebec	Winthrop Public Schools	Winthrop High School	303	9	2.97%

Kennebec	MSAD 11	Gardiner Area High School	748	51	6.82%
Kennebec	MSAD 16	Hall-Dale High School	406	21	5.17%
Kennebec	MSAD 47	Messalonskee High School	890	29	3.26%
Kennebec	Maranacook CSD	Maranacook Community High Sch	490	12	2.45%
Kennebec	Maine Department of Education	NSS	14	8	57.14%
5,265		259			
Knox	MSAD 05	Rockland District High School	442	17	3.85%
Knox	MSAD 07	North Haven Community School	24	0	0.00%
Knox	MSAD 08	Vinalhaven School	70	1	1.43%
Knox	MSAD 50	Georges Valley High School	307	10	3.26%
Knox	Five Town CSD	Camden Hills Regional H S	694	15	2.16%
1,537		43			
Lincoln	Wiscasset School Department	Wiscasset High School	292	16	5.48%
Lincoln	MSAD 40	Medomak Valley High School	615	51	8.29%
Lincoln	Boothbay-Boothbay Hbr CSD	Boothbay Region High School	279	8	2.87%
1,186		75			
Oxford	MSAD 17	Oxford Hills Comprehensive H S	1,166	73	6.26%
Oxford	MSAD 21	Dirigo High School	353	12	3.40%
Oxford	MSAD 39	Buckfield Jr-Sr High School	191	9	4.71%
Oxford	MSAD 43	Mountain Valley High School	579	16	2.76%
Oxford	MSAD 44	Telstar High School	295	19	6.44%
Oxford	MSAD 55	Sacopee Valley High Sch	418	29	6.94%
3,002		158			
Penobscot	Bangor School Department	Bangor High School	1,386	67	4.83%
Penobscot	Brewer School Department	Brewer High School	839	39	4.65%
Penobscot	East Millinocket	Schenck High School	194	8	4.12%

Penobscot	School Department Hermon	Hermon High School	556	24	4.32%
Penobscot	School Department Millinocket	Stearns High School	235	5	2.13%
Penobscot	School Department Old Town	Old Town High School	592	41	6.93%
Penobscot	School Department Orono	Orono High School	387	12	3.10%
Penobscot	MSAD 22	Hampden Academy	746	13	1.74%
Penobscot	MSAD 25	Katahdin Middle/High School	144	4	2.78%
Penobscot	MSAD 31	Penobscot Valley High School	214	10	4.67%
Penobscot	MSAD 46	Dexter Regional High School	320	22	6.88%
Penobscot	MSAD 48	Nokomis Regional High School	750	43	5.73%
Penobscot	MSAD 64	Central High School	379	16	4.22%
Penobscot	MSAD 67	Mattanawcook Academy	451	15	3.33%
Penobscot	Mountain View Youth Dev Ctr	Mountain View Youth Dev Ctr	50	29	58.00%
7,243		348			
Piscataquis	School Department Greenville	Greenville Middle/High School	102	2	1.96%
Piscataquis	MSAD 04	Piscataquis Community H S	301	13	4.32%
Piscataquis	MSAD 41	Penquis Valley High School	279	14	5.02%
682		29			
Sagadahoc	School Department Bath	Morse High School	736	20	2.72%
Sagadahoc	School Department Richmond	Richmond High School	169	6	3.55%
Sagadahoc	MSAD 75	Mt Ararat High School	983	33	3.36%
1,888		59			
Somerset	MSAD 12	Forest Hills Consolidated School	60	1	1.67%
Somerset	MSAD 13	Upper Kennebec Valley	89	1	1.12%

		Senior HS			
Somerset	MSAD 49	Lawrence High School	901	34	3.77%
Somerset	MSAD 53	SAD #53 Alternative Education	17	4	23.53%
Somerset	MSAD 54	Skowhegan Area High School	950	41	4.32%
Somerset	MSAD 59	Madison Area Memorial H S	303	32	10.56%
Somerset	MSAD 74	Carrabec High School	265	15	5.66%
	2,585	128			
	Islesboro				
Waldo	School	Islesboro Central School	28	1	3.57%
	Department				
Waldo	MSAD 03	Mt View High School	492	19	3.86%
Waldo	MSAD 34	Belfast Area High School	645	18	2.79%
Waldo	MSAD 56	Searsport District High School	234	12	5.13%
	1,399	50			
	Baileyville				
Washington	School	Woodland Jr-Sr High School	206	12	5.83%
	Department				
Washington	Calais School	Calais Middle/High School	285	15	5.26%
	Department				
	Eastport				
Washington	School	Shead High School	118	2	1.69%
	Department				
Washington	Machias	Machias Memorial High School	125	4	3.20%
	School				
	Department				
Washington	MSAD 14	East Grand School	52	2	3.85%
Washington	MSAD 19	Lubec Consolidated School	40	1	2.50%
Washington	MSAD 37	Narraguagus High School	248	7	2.82%
Washington	Moosabec	Jonesport-Beals High School	84	0	0.00%
	CSD				
	1,158	43			
	Biddeford				
York	School	Biddeford High School	949	41	4.32%
	Department				
York	Kittery School	Robert W Traip Academy	358	11	3.07%
	Department				
York	Old Orchard	Old Orchard Beach High School	282	6	2.13%
	Beach School				
	Dept				
York	Saco School	Saco Transition Program	33	6	18.18%
	Department				

York	Sanford School Department	Sanford High School	1,334	58	4.35%
York	York School Department	York High School	632	16	2.53%
York	MSAD 35	Marshwood High School	832	13	1.56%
York	MSAD 57	Massabesic High School	1,204	50	4.15%
York	MSAD 60	Noble High School	1,073	56	5.22%
York	MSAD 71	Kennebunk High School	865	8	0.92%
York	Wells-Ogunquit CSD	Wells High School	479	4	0.84%
8,041		269			
60,265		2,584			
Hancock	George Stevens Academy	George Stevens Academy	310	10	3.23%
Hancock	Liberty School (Closed)	Liberty School	15	8	53.33%
Hancock	Blue Hill Harbor School	Blue Hill Harbor School	0	0	0.00%
Kennebec	Erskine Academy	Erskine Academy	754	5	0.66%
Lincoln	Lincoln Academy	Lincoln Academy	599	12	2.00%
Oxford	Fryeburg Academy	Fryeburg Academy	573	12	2.09%
Penobscot	John Bapst Memorial High School	John Bapst Memorial High School	477	1	0.21%
Penobscot	Lee Academy	Lee Academy	199	7	3.52%
Piscataquis	Foxcroft Academy	Foxcroft Academy	362	11	3.04%
Somerset	Maine Central Institute	Maine Central Institute	362	8	2.21%
Washington	Washington Academy	Washington Academy	378	7	1.85%
York	Thornton Academy	Thornton Academy	1,226	41	3.34%
5,255		122			
65,520		2,706			

Who is a Dropout?

DEFINITION

Title 20-A:

Part 3: ELEMENTARY AND SECONDARY EDUCATION

Chapter 211: ATTENDANCE
Subchapter 3: DROPOUTS
§5102. Definitions

<http://www.mainelegislature.org/legis/Statutes/20-A/title20-Asec5102.html>

As used in this subchapter, unless the context otherwise indicates, a "dropout" means any person who has withdrawn for any reason except death, or been expelled from school before graduation or completion of a program of studies and who has not enrolled in another educational institution or program. [1989, c. 415, §28 (AMD).]

BASED UPON THIS RULE:

The individual was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before).

Example 1: A student enrolls in Grade 11 in September 2007, leaves school in January 2008, is not in membership on October 1, 2008, and whereabouts unknown. This student will be reported as a school year 2007-2008 Grade 11 dropout.

Example 2: A student completes Grade 11 in June 2007, but is not enrolled in Grade 12 on October 1, 2008, and whereabouts unknown. This student will be reported as a school year 2008-2009 Grade 12 dropout.

EXCEPTIONS TO THE RULE

- Graduation from high school or completion of a state or school unit approved educational program.
- Transfer to another public school administrative unit, private school, or state or school unit approved educational program. If the student was exited as transfer to another public school in the same State (Exit Code 02) AND there is no enrollment for this student the following school year, than the school the student last attended will be charged a dropout unless said school can supply a signed "Request for Records" from the Maine school that requested the transfer.
- Temporary school-recognized absence due to expulsion or illness. In the case of expulsion, once the expulsion period is over, the student will be expected to enroll in a school. If the student does not, a dropout will be applied to the last school attended. If a student has exited from either expulsion or illness the student status must be re-examined the following school year. If the student does not return, the student will then be

counted as a dropout unless the student is again determined to be expelled or not able to attend due to illness.

- Transfer to a Home School Program. However, if the student was exited as transfer to home schooling (Exit Code 13), AND the Maine Dept of Education does not receive a "Letter of Intent to Home School" from the parent/guardian, then the student will be considered a dropout from the school the student last attended until such time that the "Letter of Intent to Home School" is received.
- Death.

Adult Education programs:

Students who leave school and enroll in adult education programs are counted as dropouts.

What is Maine's Graduation Rate?

NEW Method of Calculation beginning with the 2007/08 school year:

The definition of high school graduation rate is to compare the number of students that entered ninth grade with the number that receive a regular high school diploma in accordance with 05-071 CMR Ch. 127 by the end of the fourth year after entering ninth grade for the first time. For students with an IEP or LEP students with Personal Learning Plan that extends the time to earn a high school diploma, up to six years can be allowed and will be also counted separately. Extending the timeframe for completion allows this federal accountability criterion to align with Maine's established accountability system.

Maine will determine the graduation rate as follows:

The denominator will include all the cohort of all first-time ninth graders from four years earlier plus all transfers into this cohort minus all transfers out (e.g. death, emigrated to another country, etc.). The numerator will include only *regular diploma" recipients from the four year cohort.. Regular diplomas include diplomas received by Special Education students granted five/six years by their IEP and Limited English Proficiency (LEP) Education students granted five/six years as part of their documented Personal Learning Plans. In both of these cases the students will have met the requirements of the Maine Learning Results Standards. These cases will also be tabulated separately to allow them to be extracted to allow calculation of a pure four year cohort graduation rate as necessary. This will then satisfy both NGA and NCLB graduation requirements while aligning with Maine's established accountability system

05-071 CMR Ch.

Chapter 127 Section 7.02.B states:

"The intent of the system of Learning Results is to provide the time that students need in order to meet the content standards. This may involve more or less than the typical four years of secondary school." Students who receive a GED or Adult Education Diploma are not counted as having received a high school diploma under this category.

NEW Graduation Rate Formula:

$$\left[\frac{\text{On-time graduates by year } x}{[(\text{first time 9}^{\text{th}} \text{ graders in year } x-4) + (\text{Transfers-In}) - (\text{Transfers-Out})]} \right] \times 1$$

For graduation rate for the class of 2008, Maine compared the number of students who entered ninth grade for the first time four years earlier in the fall of 2004 and received a "regular" diploma in 2008. For this calculation the denominator contains the cohort of all first time ninth graders from four years earlier plus all transfers into this cohort minus all transfers out (e.g. death, moving to another Maine school). The numerator contained only "regular" diploma recipients from the four year cohort. "Regular" diplomas include diplomas received by SWD students granted five/six years by their IEP, and Limited English Proficient (LEP) students granted five/six years as part of their documented Personal Learning Plans. In both of these cases the students met the requirements of the Maine Learning Results. These five/six year "regular" diploma recipients are tabulated separately allowing them to be extracted in order to produce a four-year cohort graduation rate. This approach satisfies both the NGA and NCLB graduation requirements while aligning with Maine's practice of allowing SWD and LEP students more than four years to meet Maine's "regular" diploma standards.

Old method of calculating the Maine Graduation Rate:

Prior to 2008, Maine's calculation for the graduation rate for the years 04-05, 05-06 and 06-07 were as follows:

- The numerator is the total graduates of year n.
- The denominator is the sum of the total graduates of year n + the sum of the total completers of year n plus the sum of Grade 12 dropouts of year n + the sum of Grade 11 dropouts of year n-1 + the sum of Grade 10 dropouts of year n-2 + the sum of Grade 9 dropouts of year n-3
Graduates Yearn

Graduates Yearⁿ

$$\frac{(\text{Graduates Year}^n + \text{Other Completers Year}^n + \text{Grade 12 Dropouts Year}^n + \text{Grade 11 Dropouts Year}^{n-1} + \text{Grade 10 Dropouts Year}^{n-2} + \text{Grade 9 Dropouts Year}^{n-3})}{\text{Total}} \times 100$$

The above formula was known as the Maine Completion rate. This rate included "Other Completers" as well as regular graduates in the denominator whereas beginning in 2008, Maine will only be counting on-time graduates as those who receive a regular diploma (Exit Code 15).

Maine Statewide Dropout Rate Public Schools

Year	Secondary Enrollment	Dropouts Grades 9-12	Dropout Rate
2005-06 *	61,593	3,337	5.42%
2004-05	62,653	1,739	2.78%
2003-04	62,778	1,678	2.67%
2002-03	62,340	1,740	2.79%
2001-02	62,295	1,802	2.89%
2000-01	61,512	1,929	3.14%
1999-00	60,685	1,999	3.29%
1998-99 *	59,744	1,991	3.33%
1997-98	62,291	1,926	3.09%
1996-97	61,412	1,874	3.05%
1995-96	60,707	1,830	3.01%
1994-95	60,127	1,883	3.13%
1993-94	59,215	1,719	2.90%
1992-93	58,498	1,644	2.81%
1991-92	58,225	1,680	2.89%
1990-91	58,775	1,700	2.89%
1989-90	59,881	1,986	3.32%
1988-89	62,318	2,407	3.86%
1987-88	65,975	2,677	4.06%
1986-87	66,166	2,601	3.93%
1985-86	66,767	2,384	3.57%
1984-85 *	58,414	2,057	3.52%
1983-84	63,858	2,314	3.62%
1982-83	64,951	2,364	3.64%
1981-82	67,450	2,627	3.89%
1980-81	69,920	2,924	4.18%
1979-80	71,853	2,988	4.16%
1978-79	73,395	3,365	4.58%

1977-78	73,996	3,466	4.68%
1976-77	73,669	3,949	5.36%
1975-76	72,781	3,302	4.54%
1974-75	72,018	3,343	4.64%

Notes:

- **1984-85:** several reports were not filed
- **1998-99:** Data source for secondary enrollment changed
 - Secondary enrollment reported on the EF-M-40 Fall School Statistical Report
 - Dropouts reported on the EF-M-35a Year End Report for School Systems/Selected Private Schools Part II - Dropouts
- **2005-06:** Data source for all student enrollment changed
 - All publicly funded students enrolled, exited and or graduated through the [Maine Education Data Management System](#) (MEDMS)
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**2007-08 GRADUATION RATES STATEWIDE TOTALS
PUBLIC SECONDARY SCHOOLS**

County	School Name	Total Regular Diploma Recipients 2007/08	Total Other Diplomas	Total All Diplomas	Dropouts 12 th Grade 07-08	Dropouts 11 th Grade 06-07	Dropouts 10 th Grade 05-06	Dropouts 9 th Grade 04-05	Total Com- pleters and Dropouts	Graduation Rate
Androscoggin	Edward Little High School	239	0	239	43	23	2	0	307	77.85%
Androscoggin	Lewiston High School	248	0	248	66	29	11	9	363	68.32%
Androscoggin	Lisbon High School	92	0	92	19	8	7	2	128	71.88%
Androscoggin	Poland Regional H S	113	2	115	3	15	2	1	136	83.09%
Androscoggin	Livermore Falls High School	76	0	76	6	3	4	2	91	83.52%
Androscoggin	Leavitt Area High School	154	0	154	7	15	3	0	179	86.03%
Androscoggin	Oak Hill High School	110	2	112	17	10	0	0	139	79.14%
		1032	4	1036						
				76.84%						
Aroostook	Caribou High School	116	0	116	6	8	4	1	135	85.93%
Aroostook	Easton Junior-Senior High Sch	13	0	13	0	0	0	0	13	100.00%
Aroostook	Limestone Community School	22	0	22	0	1	1	1	25	88.00%
Aroostook	Madawaska Middle/High School	51	0	51	4	1	2	1	59	86.44%
Aroostook	Presque Isle High School	127	0	127	10	9	2	4	152	83.55%
Aroostook	Fort Fairfield Middle/High Schoc	28	0	28	3	2	0	1	34	82.35%
Aroostook	Van Buren District Secondary Sc	36	0	36	3	2	1	0	42	85.71%
Aroostook	Fort Kent Community High Scho	71	0	71	6	6	0	0	83	85.54%
Aroostook	Houlton High School	73	0	73	3	5	6	1	88	82.95%
Aroostook	Ashland Community High Schoo	31	0	31	1	2	0	0	34	91.18%
Aroostook	Wisdom Middle High School	28	0	28	1	1	0	0	30	93.33%
Aroostook	Central Aroostook Jr-Sr H S	34	0	34	6	1	1	0	42	80.95%

Aroostook	Washburn District High School	24	0	24	1	4	1	2	32	75.00%
Aroostook	SAD 70 Hodgdon High School	52	0	52	3	5	1	0	61	85.25%
Aroostook	So Aroostook CSD School	27	0	27	5	2	2	0	36	75.00%
Aroostook	ME Sch of Science & Mathematics	27	0	27	4	2	0	0	33	81.82%
		760	0	760						84.54%
Cumberland	Brunswick High School	247	7	254	19	14	6	4	297	83.16%
Cumberland	Cape Elizabeth High School	145	3	148	4	8	0	0	160	90.63%
Cumberland	Falmouth High School	151	0	151	2	2	0	0	155	97.42%
Cumberland	Freeport High School	109	0	109	7	6	0	0	122	89.34%
Cumberland	Gorham High School	208	0	208	9	11	6	3	237	87.76%
Cumberland	Casco Bay High School	0	0	0	0	0	0	0	0	0.00%
Cumberland	Deering High School	295	0	295	23	14	10	30	372	79.30%
Cumberland	Portland High School	227	0	227	15	20	12	14	288	78.82%
Cumberland	Scarborough High School	231	0	231	13	3	0	2	249	92.77%
Cumberland	South Portland High School	216	0	216	9	20	9	6	260	83.08%
Cumberland	Westbrook High School	156	0	156	15	11	10	3	195	80.00%
Cumberland	Windham High School	219	0	219	15	18	1	5	258	84.88%
Cumberland	Yarmouth High School	124	0	124	0	3	0	0	127	97.64%
Cumberland	Bonny Eagle High School	240	0	240	22	13	6	1	282	85.11%
Cumberland	Gray-New Gloucester High School	148	0	148	12	10	4	2	176	84.09%
Cumberland	Greely High School	182	0	182	4	3	0	0	189	96.30%
Cumberland	Lake Region High School	155	0	155	6	15	5	4	185	83.78%
Cumberland	Arthur R. Gould Sch--LCYDC	0	0	0	45	0	0	0	45	0.00%
		3053	10	3063						84.88%
Franklin	Jay High School	59	4	63	5	13	2	1	84	70.24%
Franklin	Rangeley Lakes Regional School	15	0	15	1	0	0	1	17	88.24%
Franklin	Mt Blue High School	194	0	194	8	15	6	4	227	85.46%
Franklin	Mt Abram Regional High School	64	0	64	3	5	0	0	72	88.89%

		332	4	336 84.88%						
Hancock	Bucksport High School	92	0	92	13	5	2	0	112	82.14%
Hancock	Ellsworth High School	136	0	136	22	5	4	0	167	81.44%
Hancock	Sumner Memorial High School	68	0	68	8	6	5	2	89	76.40%
Hancock	Mt Desert Island High School	143	0	143	5	5	3	1	157	91.08%
Hancock	Deer Isle-Stonington High Sch	41	0	41	3	6	0	1	51	80.39%
		480	0	480 83.33%						
Kennebec	Cony High School	188	2	190	42	21	7	3	263	71.48%
Kennebec	Monmouth Academy	48	0	48	0	1	2	0	51	94.12%
Kennebec	Waterville Senior High School	140	0	140	15	17	15	2	189	74.07%
Kennebec	Winslow High School	119	1	120	12	6	1	1	140	85.00%
Kennebec	Winthrop High School	72	3	75	5	4	0	0	84	85.71%
Kennebec	Gardiner Area High School	135	0	135	22	17	11	2	187	72.19%
Kennebec	Hall-Dale High School	90	0	90	12	3	3	1	109	82.57%
Kennebec	Messalonskee High School	217	0	217	14	7	0	0	238	91.18%
Kennebec	Maranacook Community High Sc	123	0	123	8	8	2	0	141	87.23%
Kennebec	NSS	1	0	1	7	0	0	0	8	12.50%
		1133	6	1139 80.35%						
Knox	Rockland District High School	86	2	88	4	7	10	10	119	72.27%
Knox	North Haven Community School	2	0	2	0	0	0	0	2	100.00%
Knox	Vinalhaven School	17	0	17	0	0	2	0	19	89.47%
Knox	Georges Valley High School	85	0	85	3	2	0	1	91	93.41%
Knox	Camden Hills Regional H S	171	1	172	2	7	4	0	185	92.43%
		361	3	364 86.78%						
Lincoln	Wiscasset High School	70	0	70	5	10	2	0	87	80.46%
Lincoln	Medomak Valley High School	138	0	138	11	8	6	6	169	81.66%
Lincoln	Boothbay Region High School	59	0	59	5	2	0	0	66	89.39%

		267	0	267 82.92%						
Oxford	Oxford Hills Comprehensive H S	276	2	278	31	20	10	5	344	80.23%
Oxford	Dirigo High School	79	1	80	3	3	0	0	86	91.86%
Oxford	Buckfield Jr-Sr High School	42	0	42	2	2	2	0	48	87.50%
Oxford	Mountain Valley High School	127	1	128	10	19	1	3	161	78.88%
Oxford	Telstar High School	62	0	62	4	4	0	1	71	87.32%
Oxford	Sacopee Valley High Sch	91	0	91	7	4	2	6	110	82.73%
		677	4	681 82.56%						
Penobscot	Bangor High School	301	0	301	40	19	8	6	374	80.48%
Penobscot	Brewer High School	198	0	198	15	12	4	11	240	82.50%
Penobscot	Schenck High School	43	0	43	4	1	2	2	52	82.69%
Penobscot	Hermon High School	126	2	128	13	14	6	5	166	75.90%
Penobscot	Stearns High School	52	1	53	2	3	1	0	59	88.14%
Penobscot	Old Town High School	140	2	142	20	9	8	2	181	77.35%
Penobscot	Orono High School	90	0	90	4	5	2	0	101	89.11%
Penobscot	Hampden Academy	184	0	184	11	12	0	0	207	88.89%
Penobscot	Katahdin Middle/High School	21	0	21	0	5	0	0	26	80.77%
Penobscot	Penobscot Valley High School	45	0	45	6	2	1	0	54	83.33%
Penobscot	Dexter Regional High School	74	0	74	10	6	4	0	94	78.72%
Penobscot	Nokomis Regional High School	166	0	166	24	15	8	2	215	77.21%
Penobscot	Central High School	86	1	87	5	7	3	0	102	84.31%
Penobscot	Mattawcook Academy	104	0	104	6	8	8	0	126	82.54%
Penobscot	Mountain View Youth Dev Ctr	2	5	7	18	2	0	0	27	7.41%
		1632	11	1643 80.63%						
Piscataquis	Greenville Middle/High School	27	0	27	1	0	1	0	29	93.10%
Piscataquis	Piscataquis Community H S	73	0	73	8	3	2	0	86	84.88%
Piscataquis	Penquis Valley High School	59	0	59	6	2	3	1	71	83.10%
		159	0	159						

				85.48%						
Sagadahoc	Morse High School	158	0	158	9	8	18	7	200	79.00%
Sagadahoc	Richmond High School	46	0	46	2	2	1	0	51	90.20%
Sagadahoc	Mt Ararat High School	250	0	250	21	12	3	2	288	86.81%
		454	0	454 84.23%						
Somerset	Forest Hills Consolidated School	10	0	10	0	0	0	0	10	100.00%
Somerset	Upper Kennebec Valley Senior H	19	0	19	0	3	0	0	22	86.36%
Somerset	Lawrence High School	212	0	212	13	6	9	7	247	85.83%
Somerset	SAD #53 Alternative Education	6	1	7	1	0	0	0	8	75.00%
Somerset	Skowhegan Area High School	201	0	201	26	18	5	2	252	79.76%
Somerset	Madison Area Memorial H S	61	0	61	17	5	2	0	85	71.76%
Somerset	Carrabec High School	41	0	41	9	3	4	6	63	65.08%
		550	1	551 80.06%						
Waldo	Islesboro Central School	5	0	5	0	0	0	0	5	100.00%
Waldo	Mt View High School	117	0	117	1	9	6	1	134	87.31%
Waldo	Belfast Area High School	139	0	139	10	4	4	0	157	88.54%
Waldo	Searsport District High School	51	4	55	6	6	0	0	67	76.12%
		312	4	316 85.95%						
Washington	Woodland Jr-Sr High School	44	0	44	4	1	2	3	54	81.48%
Washington	Calais Middle/High School	53	0	53	8	4	0	0	65	81.54%
Washington	Shed High School	23	0	23	0	2	0	2	27	85.19%
Washington	Machias Memorial High School	31	0	31	0	3	1	1	36	86.11%
Washington	East Grand School	17	0	17	2	2	2	0	23	73.91%
Washington	Lubec Consolidated School	8	0	8	1	1	0	1	11	72.73%
Washington	Narraguagus High School	57	0	57	3	2	7	0	69	82.61%
Washington	Jonesport-Beals High School	17	0	17	0	1	0	0	18	94.44%
		250	0	250 82.51%						

York	Biddeford High School	185	0	185	14	21	5	8	233	79.40%
York	Robert W Traip Academy	80	0	80	3	0	1	1	85	94.12%
York	Old Orchard Beach High School	59	0	59	2	10	0	5	76	77.63%
York	Saco Transition Program	0	0	0	1	1	0	0	2	0.00%
York	Sanford High School	266	5	271	31	25	2	1	330	80.61%
York	York High School	166	0	166	9	3	1	1	180	92.22%
York	Marshwood High School	214	0	214	6	7	4	1	232	92.24%
York	Massabesic High School	236	0	236	23	18	14	0	291	81.10%
York	Noble High School	221	0	221	20	12	14	6	273	80.95%
York	Kennebunk High School	205	0	205	4	4	2	0	215	95.35%
York	Wells High School	105	0	105	3	9	0	0	117	89.74%
		York 1737	5	1742 85.40%						
		State 131894	52	13241 82.85%						
Hancock	George Stevens Academy	85	0	85	5	1	0	1	92	92.39%
Hancock	Liberty School	0	0	0	6	4	2	0	12	0.00%
Hancock	Blue Hill Harbor School	0	0	0	0	0	0	0	0	0.00%
Kennebec	Erskine Academy	175	0	175	3	3	0	1	182	96.15%
Lincoln	Lincoln Academy	134	2	136	2	0	0	1	139	96.40%
Oxford	Fryeburg Academy	144	1	145	3	5	2	1	156	92.31%
Penobscot	John Bapst Memorial High School	111	0	111	0	0	0	0	111	100.00%
Penobscot	Lee Academy	39	0	39	2	3	0	1	45	86.67%
Piscataquis	Foxcroft Academy	82	0	82	3	5	4	3	97	84.54%
Somerset	Maine Central Institute	102	0	102	3	1	0	1	107	95.33%
Washington	Washington Academy	89	1	90	4	1	2	1	98	90.82%
York	Thornton Academy	275	0	275	19	7	6	5	312	88.14%
		Private 60% Publicly funded 1236	4	1240 91.49%						

		State Totals 14425	56	14481 83.53%		
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